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ABSTRACT

This article contains three diagnostic tests which can be used in international relations classes at the secondary or collegiate level. They provide the teacher with an inventory of the international knowledge of students so that he can more effectively build on this knowledge and assist specific students in acquiring necessary background. The first text, a questionnaire in which students give their reactions to 24 ways to peace, has been administered to young people in ten countries in Europe and Asia. The results of their scores are included in the article. Students can compare their responses with th, scores for these ten countries. The international organization fact test has questions about characteristics of the entire population of international, governmental, and nongovernmental organizations, with particular attention given to the United Nations system. The geographical awareness inventory asks students to provide the names of all countries of the world on maps of each continent that have country boundaries but do not indicate country names. Two articles are included in the occasional paper available in a bound volume from the Consortium; the article that precedes the one presented here is entitled "A Strategy for Improving International Studies Education at the Pre-Collegiate Level" by Judith Gillespie. (Author/RM)

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INVENTORIES OF FACTS, THEORIES AND ASSUMPTIONS OF STUDENTS IN INTERNATIONAL RELATIONS CLASSES

by
Chadwick Alger

Students in international relations classes, both undergraduate and graduate, have diverse backgrounds and have had varied academic experiences. It is useful for the teacher to have an inventory of the international knowledge of students so that he can more effectively build on this knowledge and assist specific students in acquiring necessary background. For this purpose we should have diagnostic tests. The three tests attached have been used in undergraduate and graduate courses in international organizations. These tests, or inventories, are rather ad hoc in character, one taken from a survey, another borrowed from a colleague and the third hurriedly designed. They are shared with other teachers with the intent of stimulating them to develop, and exchange, their own inventories.

The questionaire in which the student gives his reactions to twenty-five ways to peace (Exhibit 1) is administered on the first day of class. It serves as an inventory of the student's assumptions and operating theories about the causes of peace. This inventory helps the student to obtain a self-conscious profile of his own peace theory, most of which has been more implicit than explicit up to this time. The test aids the student to look on reading as an opportunity to challenge and sharpen his personal peace theory. Galtung and his colleagues have administered this test to young people in ten countries in Europe and Asia. After the test is scored students can compare their responses with the scores for these ten countries (Exhibit 2).

The international organization fact test (Exhibit 3) has questions about characteristics of the entire population of international

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governmental and nongovernmental organizations, with particular attention given to the United Nations system. The geographical awareness inventory (Exhibit 4) simply asks students to provide the names of all countries of the world on maps of each continent that have country boundaries but do not indicate country names. This test also gives the teacher useful information on the international experiences of students and their sources of international news.

When the tests are administered it is strongly emphasized that test results have no influence on course grades whatsoever. When the ways to peace questionnaire is administered students fill out two response sheets, keeping one for themselves to which they can refer during discussion of class results and comparison of these results with responses from other countries. This questionnaire is administered again at the end of the term so students can discern whether they have changed their assumptions about the ways to peace. Students are required to retake each part of the geographical awareness test until they achieve a score of 75% on each part. Although the results have no bearing on the course grade, credit for the course cannot be obtained without reaching this level of achievement.

The geographical awareness inventory results have revealed that students have a very sketchy knowledge of the location of countries, particularly in Africa and Asia. This inventory should be extended to include distribution of resources, population, production, quality of life, trade and other forms of exchange that cross national borders. Without this kind of background knowledge students cannot really understand their media intake nor do they have the necessary background for many of our international relations courses. Since the

administration of fact inventories takes valuable class time, where possible these inventories could be administered by computer aided instruction. International relations teachers (perhaps in several departments) might agree on a common core of knowledge required for any international relations course. Students might be required to qualify in this background knowledge before obtaining credit for their first international relations course, whatever it might be. While the suggested common factual inventory might include some questions on theory, a theory inventory should probably be handled separately for each course. In this way it can reflect the major intellectual concerns of the course.

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2/74

OPINIONS ON WAYS TO OBTAIN PEACE

Respond to each of the 25 statements below by checking the appropriate box on th scoring sheet on page 2. Do not turn to page 3 until this is completed!

TO OBTAIN PEACE:

1. People should become more religious all over the world.
2. One should start with the single individual everywhere and make him less aggressive.
3. One should create more peaceful relations in the family, at school and at work.
4. The colonial system should be abolished all over the world.
5. Hunger and poverty should be abolished all over the world.
6. It should be possible for people to choose their governments freely all over the world.
7. All countries should stop completely from intervening into the internal affairs of other countries.
8. Countries should be (politically, economically, socially) more similar to each other than today.
9. An economy based mainly on private ownership should be introduced all over the world.
10. Developed countries should give more technical assistance and aid to developing countries than they do today.
11. An economy based mainly on public ownership should be introduced all over the world.
12. The gap between poor and rich countries should disappear.
13. An economy based on a mixture of private and public ownership should be introduced all over the world.
14. Countries should be members of military alliances so that no country or group of countries dare attack others.
15. We should have general and complete disarmanent as soon as possible.
16. Countries should withdraw from military alliances.
17. Countries should keep national armies.
18. Countries should have less to do with each other and become self sufficient.
19. We should have increased trade, exchange and cooperation between countries that are not on friendly terms.
20. Poor countries all over the world should unite to obtain a bigger share of the wealth of the world.
21. Small countries all over the world should unite to have more influence on the affairs of the world.
22. We should improve the United Nations so as to make it more efficient than it is today.
23. A world language that can be understood in all ccuntries should be adopted all over the world.
24. We should have a strong international peace keeping force that can stop aggression from any country or group of countries.
25. We should have a world state with disappearance of national borders and an efficient world government.

From: Johan Galtung, "Images of the World in the Year 2000." European Coordination Center for Research and Documentation in the Social Sciences, August, 1970.

Prerequisites for Peace

	Yes	Uncertain	No	Don't Know
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

DO NOT TURN PAGE UNTIL COMPLETED!!

1. What definition of peace were you using as you responded to the 25 questions?

2. Do you know of alternative definitions of peace?

3. Please review your yes responses, noting the mechanisms for bringing peace in which you have confidence. Why do you have confidence in these mechanisms? Refer to concrete knowledge where possible.

4. For each yes response briefly indicate whether you think international organizations might play a role. How?

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Table 34: What is needed to obtain peace ? (acceptance ratios)*

	CS	E	GB	IND	J	N	NL	PL	SF	YU	Range	Aver.	Rank
1. more religious	-.59	.75	-.27	.29	-.03	-.23	+.16	+.08	+.03	-.44	1.34	0.02	23
2. less aggressive individuals	.77	.84	.11	.60	.3[illegible]	.53	.80	.[illegible]5	.62	.47	0.74	0.60	11
3. peace in family, school work	.87	.96	.61	.94	.95	.72	.87	.69	.88	.80	0.35	0.83	6.5
4. abolish colonialism	.95	.85	.12	.81	.92	.71	.67	.89	.63	.91	0.83	0.75	10
5. abolish hunger and poverty	.96	.96	.85	.91	.98	.97	.94	.95	.94	.95	0.13	0.94	1
6. free choice government	.98	.85	.80	.73	.80	.88	.87	.84	.87	.90	0.25	0.85	5
7. non-intervention	.98	.85	.70	.77	.77	.75	.37	.95	.90	.94	0.61	0.80	8.5
8. nations more similar	.76	.91	.43	.71	.56	.32	.84	.29	.25	.76	0.66	0.58	13
9. private ownership	-.79	.35	-.05	-.06	.26	.02	-.12	-.60	-.25	-.53	1.14	-0.18	24
10. technical assistance	.83	.95	.75	.83	.98	.52	.87	.79	.92	.85	0.46	0.83	6.5
11. public ownership	.40	.10	-.11	.47	.39	.43	.65	.27	-.14	.46	0.79	0.29	18
12. reduce poor-rich gap	.90	.89	.71	.92	.98	.84	.92	.85	.92	.91	0.27	0.88	4
13. private and public ownership	.30	.71	.53	.44	.46	.62	.31	.58	.44	.43	0.40	0.49	15
14. military alliances	.32	.60	.47	.32	.63	.05	.45	-.24	.22	.08	0.84	0.29	18
15. general and complete disarmament	.98	.80	.64	.65	.95	.69	.56	.94	.80	.971	1.54	0.80	8.5
16. withdraw from military alliances	.33	.36	-.09	.20	.18	.03	-.27	.58	.32	-.69	0.96	0.23	21
17. keep national armies	.00	.52	.25	.57	.31	.10	.33	-.14	.59	-.19	0.78	0.25	20
18. countries self-sufficient	-.15	.60	-.25	.62	-.91	.65	-.21	-.33	-.53	-.46	1.53	-0.20	25
19. increased interaction	.92	.93	.86	.73	.97	.94	.96	.90	.91	.88	0.24	0.90	2
20. poor countries, unite !	.50	.86	.40	.37	.46	.25	.63	.6[illegible]	.25	.36	0.61	0.44	16
21. small countries, unite!	.66	.87	.50	.60	.42	.25	.65	.52	.11	.56	0.76	0.51	14
22. improve United Nations	.86	.93	.90	.84	.94	.89	.75	.93	.95	.95	0.20	0.89	3
23. world language	.03	.49	.49	.62	.57	.07	.21	.06	.48	-.19	0.86	0.29	18
24. international peace keeping	.36	.46	.73	.72	.67	.55	.64	.54	.62	.61	0.37	0.59	12
25. world government	-.06	.24	.14	.37	.37	-.28	.05	.00	-.47	-.05	0.84	0.03	22
Range	1.77	.86	1.17	1.00	1.89	1.62	1.23	1.55	1.47	1.50		0.51	
Average	0.49	0.73	0.40	0.59	0.57	0.39	0.51	0.47	0.46	0.46			
Rank	5	1	9	2	3	10	4	6	7.5	7.5			

*Acceptance ratios = YES - NO (Uncertain and Don't Know are not included). Key: CS - Czechoslovakia; E - Spain; GB - Great Britain; IND - India; J - Japan; N - Norway; NL - Netherlands; PL - Poland; SF - Sweden; YU - Yugoslavia.

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International Organization Fact Test

Name _____

Date _____

Class Rank _____

1. Have you had any other political science courses?

☐ Yes ☐ No

If so, how many? _____

2. Have you had any other courses on international relations or international organization?

☐ Yes ☐ No

If so, how many and which courses?

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Please answer these two questions before turning the page:

A. List all the international organizations you can think of in 5 minutes:

B. What international organizations have you encountered in the press, radio or TV in the past month? What was the story about?

	Name of Organization	Subject of Story
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

1) Estimate the approximate number of International Organizations in existence during 1968-69 (Circle the appropriate number).

100 250 500 750 1000 1500 2000 2500 3000 3500 Other_____

2) What percentage of these were Intergovernmental Organizations (such as NATO or EEC) as opposed to Non-governmental organizations (such as the International Red Cross). (Circle appropriate number.)

1% 5 10 15 20 25 30 35 50 55 Other _____

3) Estimate the number of UN affiliated Intergovernmental Organizations (such as World Health Organization). (Circle appropriate number.)

5 10 15 20 25 30 35 40 Other _____

4) What IO's do the following abbreviations stand for? Where is their headquarters?

a. ILO _____

b. EEC _____

c. EFTA _____

d. OAS _____

e. NATO _____

f. SEATO _____

g. OAU _____

h. OECD _____

i. GATT _____

j. IAEA _____

k. WHO _____

l. IMCO _____

m. ICAO _____

n. IBRD _____

o. IDA _____

p. WMO _____

q. IFC _____

r. ITU _____

s. FAO _____

t. UNESCO _____

5) What nations (specific names) belong to the most Intergovernmental organizations.

a. _____

b. _____

c. _____

d. _____

e. _____

6) What nations (specific names) belong to the least number of Intergovernmental Organizations?

a. _____

b. _____

c. _____

d. _____

e. _____

7) Rank the following types of Non-governmental organizations with respect to subject matter as to the number of organizations in existence in 1968-1969. (Place a 1 on line for highest number and 5 for lowest)

a. Economics and finance _____

b. Religion _____

c. Science _____

d. Health _____

e. Politics _____

8) Rank the following regions as to the highest % of Intergovernmental Organization memberships. (Place a 1 on line for highest, 7 for the lowest).

Black Africa _____ Western Europe and North America _____

Latin America _____ Eastern Europe _____ Arab countries _____

Western Asia _____ Communist Asia _____

9) How many UN Secretary Generals have there been since 1945? _____

10) Since 1945, the number of members on the Security Council has: (Check one)

a. increased _____

b. decreased _____

c. remained the same _____

11) How many permanent members are there in the Security Council and what are their names?

12) Rank the following attributes in terms of the variance explained (impact on) the number of IGO's a nation is a member of. (1 for highest, 3 for lowest)

a. Size _____

b. Development _____

c. Political Accountability _____

13) Between 1919 and 1965, there have been 77 conflicts between nations. Rank the following settlement techniques in terms of success in settling these disputes. (1 for highest, 4 for lowest)

a. Third Party Mediation _____

b. Bilateral Negotiation _____

c. Multilateral Conference _____

d. International Organization _____

14) In the international system, which of the following characterizes the greatest percentage of intergovernmental organizations? (Circle one in each pair.)

a. Single Task Orientation - Multiple Task Orientation

b. Regional Membership - Global Membership.

c. Large Membership (30 and above) - Small Membership (29 and below)

15) Using key words, describe what you feel are the key functions of Intergovernmental Organizations in the International System.

16) What is the size of the UN budget?

a. The UN proper?

b. The UN plus all specialized agencies?

17) How much do nations of the world spend on armaments?

18) What is the size of the U.S. military budget?

19) What are total U.S. contributions to all UN activities?

20) What percentage of total UN expenditures does the U.S. pay?

21) How much do U.S. citizens pay per capita?

22) How many nations are members of the UN?

23) Name the main committees of the UN General Assembly.

24) What does UNDP stand for? What does it do?

25) How does UNDP get its money?

26) How many permanent missions are there in New York?

27) How many votes are required for a majority in the UN General Assembly?

28) How many nations have quit or been expelled from the UN? (Name them.)

29) What do the following abbreviations stand for?

a. ECLA _____

b. ECA _____

c. ECAFE _____

d. ECE _____

e. UNICEF _____

f. UNCTAD _____

g. UNIDO _____

30). What UN organ gives final approval to the budget?

Name_____ Exhibit -

Course_____

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GEOGRAPHIC AWARENESS INVENTORY*

By completing the following test, you will aid us in a survey of the social implications of geographic indicators. In addition to the test, we ask you to complete the following questionnaire which will help us in determining the sources of your geographical knowledge. Please answer each question as completely as possible.

1. Sex?

   ☐ Male ☐ Female

2. What is your class rank?

   ☐ Freshman ☐ Sophomore ☐ Junior ☐ Senior ☐ Grad ☐

3. What is your major?_____

4. How many courses have you had in your major?_____

5. On what level did you have your last geography course?

   ☐ Elementary School ☐ High School ☐ College

6. If you have had a geography course in high school or college, what was the name of the course?

   _____

7. What other courses, if any, have you taken in which geographic considerations played a role in the course, such as history, economics, political science, etc.?

   _____

   _____

   _____

8. Have you ever traveled abroad? If so, what countries did you visit and when?

   _____

   _____

   _____

9. Do you have relatives overseas? If so, what countries do they live in?

   _____

   _____

   _____

*Prepared by James Harf and Larry Peterson, Ohio State University.

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10. Have you ever had more than a casual contact, i.e., roommate, house guest, penpal, with someone from a foreign country? If so, under what conditions and for how long?

_____

_____

_____

11. Do you have any hobbies, special interests or collections, i.e., stamp collections, coin collections, area interest, that might have furthered your knowledge of geography? If so, explain.

_____

_____

12. What are your primary and secondary sources of news?

Primary		Secondary	
☐	newspaper (campus, local, out of town)	☐	newspaper (campus, local, out of town)
☐	TV	☐	TV
☐	Radio	☐	Radio
☐	Weekly news magazine	☐	Weekly news magazine
☐	friends and acquaintances	☐	friends and acquaintances

13. Which paper do you most often read?

_____

14. Do you have a regular newspaper subscription? ☐ yes ☐ no

15. How often do you read a newspaper?

☐ every day

☐ nearly every day

☐ occasionally

☐ not at all

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16. How often do you watch the scheduled evening news on network TV?

/__/ every day

/__/ nearly every day

/__/ occasionally

/__/ not at all

17. Which network do you watch most often?

/__/ ABC (Reynolds)

/__/ CBS (Cronkite)

/__/ NBC (Chancellor-Brinkley)

18. How often do you read a weekly news magazine?

/__/ every week

/__/ nearly every week

/__/ occasionally

/__/ not at all

19. Which weekly magazine do you read most often?

/__/ Time

/__/ Newsweek

/__/ U.S. News and World Report

/__/ Other_____

20. Do you have a regular subscription to a weekly news magazine? /__/ yes /__/ no

Cut out and
mail to:

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Gerald L. Thorpe
% Center for International Studies
University of Missouri-St. Louis
St. Louis, Missouri 63121

Name of Article: _____

Name of Evaluator: _____

Author: _____

Address: _____

1. Was the article/teaching exercise readable/ understandable?

1	2	3	4	5
Not at all				very much

Comments:

2. Was it helpful?

1	2	3	4	5
Not at all				very much

Comments:

3. If a classroom teaching exercise, did you use it?

yes no

4. If a classroom exercise and you used it, how well did it work?

1	2	3	4	5
Not well at all				very well

Comments:

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5. If you didn't use it, do you intend to do so?

yes no

6. Use this space to make any constructive criticisms that will improve the material under consideration. If you run out of space, use the back of this form.